UNESA
Universitas Negeri Surabaya

PORTFOLIO

IDENTIFICATION OF LEARNING NEEDS AND RESOURCES

Undergraduate Program of Non-Formal Education
Faculty of Education, State University of Surabaya
Academic Yeaar 2023/2024

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IDENTIFICATION OF LEARNING NEEDS AND RESOURCES

Undergraduate Program of Non-Formal Education
Faculty of Education
State University of Surabaya 2024

PORTFOLIO OF IDENTIFICATION OF LEARNING NEEDS AND RESOURCES ACADEMIC YEAR 2023/2024

Module Coordinator:
Prof. Dr. I Ketut Atmaja Johny Artha, M.Kes.

Team:
Widya Nusantara, S.Pd., M.Pd.

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A. Learning Activites Plan

Course Identity

Module name	Identification of learning needs and resources
Module level	Bachelor's Degree/ Undergraduate Program
Course code	8620503050
Abbreviation/ (if applicable)	-
Subheading (if applicable)	-
Courses included in the module (if applicable)	-
Semester/term	1st/16 weeks (meetings)
Module Coordinator	Prof. Dr. I Ketut Atmaja Johny Artha, M.Kes.
Lecturer(s)	Widya Nusantara, S.Pd., M.Pd.
Language	Indonesian
Classification within the curriculum	Compulsory
Teaching format/class per week during the semester	Each week consists of 3 hours of lectures (50 minutes/hour)
Workload	3 hours of lectures, 3 hours of structured assignment, and 3 hours of independent study, 53.40 Hours in Class, 64.09 Hours in structured assignment, 64.09 "Hours Self-Study"
Course Credits	3
Requirements	-
Learning Goals/ Competencies	The success indicators of this course are that students are able to identify and map community learning needs according to the potential of the community, then students are able to develop appropriate non-formal education programs.
Contents	This course provides an understanding of the concepts, techniques and methods of identifying learning needs and resources for individuals, institutions and communities, as well as their utilization for planning non-formal education programs in the community. Lectures are conducted by providing explanations, discussions, assignments and practicums.
Attribute of soft skill	Skilled the formation/development of a course consisting of aspects of attitude, general skills, specific skills and knowledge.
Study/Exam achievement	Students are considered competent and graduate if they get a final grade of at least C. The final grade is calculated from participation, assignments in the form of performance, and written exams at the mid-semester and end of the semester.

Letter Grade	GPA	Score Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60
D	2,00	40 ≤ D < 55
E	0,00	0 ≤ E < 40

Form of media	Slides, video, books
References	1. I Ketut Atmaja et al. 2020.Identification of needs and learning resources for non-formal and informal education.CV Beta Aksara 2. Bradshaw, J. 1972. The concept of need. New Society, 30, 640-643. 3. Kettner, Moroney, and Martin, L.L. 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage. 4. Maslow, A. 1954. Motivation and personality. New York: Harper & Row. 5. Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton. 6. Need Assessment And Holistic Planning http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198105_kaufman.pdf

Course Topic

This course provides an understanding of the concepts, techniques and methods of identifying learning needs and resources for individuals, institutions and communities, as well as their utilization for planning non-formal education programs in the community. Lectures are conducted by providing explanations, discussions, assignments and practicums. The success indicators of this course are that students are able to identify and map community learning needs according to the potential of the community, then students are able to develop appropriate non-formal education programs.

	STATE UNIVERSITY OF SURABAYA **FACULTY OF EDUCATION** **STUDY PROGRAM OF NON-FORMAL EDUCATION**	**Document Code**

SEMESTER LEARNING PLAN

Course Name	Course Code	Course Credit	Semester/Academic Year	Compilation Date
Identification of learning needs and resources	8620503050	3	1	January 01, 2023

Learning Plan Developer	Course Coordinator	Coordinator of Study Program
Widya Nusantara, S.Pd., M.Pd.	Prof. Dr. I Ketut Atmaja, M.Kes.	Dr. Rivo Nugroho, M.Pd.

Learning Outcomes	**Program Learning Outcomes (PLO)**	
	PLO 2	Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character
	PLO 4	Continuous self-development and collaboration
	PLO 6	Master community empowerment techniques to plan and apply Non-formal Education and Community Education programs
	PLO 7	Master the process of planning, implementing, and evaluating Non-formal Education and Community Education programs
	PLO 8	Able to design and implement Andragogy-based learning in Non-formal Education and Community Education
	Course Learning Outcomes	
	CLO 1	Understand and master the theories and concepts regarding identifying Learning Needs and Resources in Non-formal Education programs completely and contextually as actualizing innovative, creative, and quality lifelong learning principles.
	CLO 2	Able to make appropriate decisions in the context of problem-solving through developing Non-formal Education knowledge based on the results of information and data analysis.
	CLO 3	Mastering the concepts and procedures of community development through a non-formal education approach that is critical, creative, collaborative, communicative, literate in information technology (IT), and has integrity and character.
	CLO 4	Able to manage Non-formal Education programs based on devotion, independence, and social entrepreneurship.
	Final abilities of each learning stage	

	Sub-CLO 1	Students can understand some theoretical views on learning needs
	Sub-CLO 2	Students can understand classify the concept of wants and the concept of needs
	Sub-CLO 3	Students can understand some basic views and aspects of PNF learning needs identification
	Sub-CLO 4	Students can describe the benefits of identifying community learning needs
	Sub-CLO 5	Students can categorize learning resources and targets of learning programs in the community
	Sub-CLO 6	Students can design basic techniques for identifying
	Sub-CLO 7	Students can design advanced techniques for identifying community learning needs
	Sub-CLO 8	Midterm exam
	Sub-CLO 9	Students can implement the steps of identifying and preparing basic instruments
	Sub-CLO 10	Students can apply PNF learning needs measurement techniques with the PRA/ZOOP approach
	Sub-CLO 11	Students can apply PNF learning needs measurement method with FGD approach
	Sub-CLO 12	Students can compile a needs identification instrument
	Sub-CLO 13	Students can classify the basic procedures in carrying out identification of learning needs in the community
	Sub-CLO 14	Students are able to test the identification instrument to prospective learning program targets
	Sub-CLO 15	Students can compile a report on the results of identifying learning needs systematically and in accordance with data and facts in the field
	Sub-CLO 16	Final exam
Course Description	This course provides an understanding of the concepts, techniques and methods of identifying learning needs and resources for individuals, institutions and communities, as well as their utilization for planning non-formal education programs in the community. Lectures are conducted by providing explanations, discussions, assignments and practicums. The success indicators of this course are that students are able to identify and map community learning needs according to the potential of the community, then students are able to develop appropriate non-formal education programs.	
Study Materials/ Learning Materials	Students are able to understand some theoretical views on learning needs, classify the concept of wants and the concept of needs, understand some basic views and aspects of PNF learning needs identification, describe the benefits of identifying community learning needs, categorize learning resources and targets of learning programs in the community, implement the steps of identifying and preparing basic instruments.	
References	**Main References:**	
	1. I Ketut Atmaja et al. 2020.Identification of needs and learning resources for non-formal and informal education.CV Beta Aksara 2. Bradshaw, J. 1972. The concept of need. New Society, 30, 640-643.	

	3. Kettner, Moroney, and Martin, L.L. 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage. 4. Maslow, A. 1954. Motivation and personality. New York: Harper & Row. 5. Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton. 6. Need Assessment And Holistic Planning http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198105_kaufman.pdf
	Supporting References:
Name of Lecturers	1. Prof.Dr. I Ketut Atmaja Johny Artha, M.Kes. 2. Widya Nusantara, S.Pd., M.Pd.
Prerequisite Courses	-

Week-	**Final abilities of each learning stage**	**Indicators**	**Forms of Assessment**	**Learning Methods/Models (Estimated time)**		**Learning Materials (References)**	**Assessment Weight (%)**
				Offline	**Online**		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to understand some theoretical views on learning needs	Students are able to describe the theory of basic needs, classify the Taxonomy of needs (human needs in general and learning needs);	Participatory Activity	Lecture/Question and assignment 3 X 50	Lecture/Question and assignment 3 X 50	**Material:** Theory of human needs **Library:** *I Ketut Atmaja et al. 2020.Identification of needs and learning resources for non-formal and informal education.CV Beta Aksara*	3%
2	Students are able to	Students are able to	Participatory	Lecture and Q&A	Lecture and Q&A	**Material: the**	3%

	classify the concept of wants and the concept of needs	describe the foundation and aspects of basic needs	Activity	3 X 50	3 X 50	concept of desire and the concept of need **Library:** *Bradshaw, J. 1972. The concept of need. New Society, 30, 640-643.*	
3	Students are able to understand some basic views and aspects of PNF learning needs identification.	Students are able to identify learning needs, priorities, and objectives, describe the meaning of learning needs analysis, explain the importance of analyzing PNF learning needs and resources.	Participatory Activity	1. Lecture 2. Q&A 3 X 50	1. Lecture 2.	**Materials:** identification of needs and objectives of learning needs analysis orally reached 75%. **Library:** *Kettner, Moroney, and Martin, L.L. 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.*	3%
4	Students are able to	Students are able to	Participatory	1. Lecture 2.	1. Lecture 2.	**Materials:**	3%

	describe the benefits of identifying community learning needs	describe the theory of basic needs, Taxonomy of needs (human needs in general and learning needs);	Activity	Q&A 3 X 50	3 X 50	benefits of identifying community learning needs **Library:** *Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.*	
5	Students are able to categorize learning resources and targets of learning programs in the community	Students are able to describe the meaning of needs analysis, explain the importance of conducting needs analysis and PNF learning resources, identify needs, priorities, and objectives;	Participatory Activity	1. Lecture - Q&A 3 X 50	1. Lecture - Q&A	**Materials:** needs analysis and learning resources **Literature:** *Kettner, Moroney, and Martin, L.L. 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.*	3%
6	Students are able to	Students are able to	Participatory	1. Lecture 2.	1. Lecture	**Material:**	3%

	design basic techniques for identifying community learning needs	formulate missions, functions and tasks in a PLS unit program, design social analysis and identify social problems.	Activity	Questions and Answers 3. 3 X 50	2. Answer 3. 3 X 50	social analysis and problem identification **Library:** *Need Assessment And Holistic Planning http://www.ascd.org/...*	
7	Students are able to design advanced techniques for identifying community learning needs	Students are able to formulate missions, functions and tasks in a PLS unit program, design social analysis and identify social problems.	Participatory Activity	1. Lecture 2. Questions and Answers 3. 3 X 50		**Materials:** advanced techniques for identifying community learning needs **Library:** *Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.*	4%
8	**Midterm exam**						**15%**
9	Students are able to implement the steps of identifying and preparing basic instruments	Students are able to compile instrument for identifying community learning needs using interview and observation	Participatory Activity	1. Lecture 2. Questions and answers 3. 3 X 50	1. Lecture 2. Answer 3.	**Materials:** instrument guidelines **Library:**	4%

		techniques.				*Kettner, Moroney, and Martin, L.L. 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.*	
10	Students are able to apply PNF learning needs measurement techniques with the PRA/ZOOP approach	Students are able to classify several PNF learning needs measurement techniques, able to operate several PNF learning needs measurement techniques	Participatory Activity	1. Lecture 2. Questions and Answers 3. 3 X 50		**Material:** PNF learning needs measurement, able to operate several PNF learning needs measurement techniques **Literature:** *I Ketut Atmaja et al. 2020.Identification of needs and learning resources for non-formal and informal education.CV Beta Aksara*	4%

11	Apply PNF learning needs measurement method with FGD approach	Students are able to operate several PNF learning needs measurement techniques	Participatory Activity	1. Lecture 2. Questions and Answers 3. 3 X 50		**Materials:** assessment criteria **Library:** *Kettner, Moroney, and Martin, L.L. 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.*	4%
12	Students are able to compile a needs identification instrument	Students are able to assess several learning needs measurement techniques in accordance with existing PLS unit programs, able to compare several learning needs measurement techniques.	Participatory Activity	1. Lecture 2. Questions and Answers 3. 3 X 50		**Material:** needs identification instrument **Library:** *Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.*	4%
13	Students can classify the basic procedures in carrying out	Students are able to assess several learning needs measurement techniques in	Participatory Activity	1. Lecture 2. Questions and Answers 3.		**Materials:** identification of learning	4%

	identification of learning needs in the community.	accordance with existing PLS unit programs, able to compare several learning needs measurement techniques.		3 X 50		needs in the community **Library:** *Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.*	
14	Students are able to test the identification instrument to prospective learning program targets	Students are able to compile learning plans in the PLS unit program in accordance with the results of the analysis of PNF needs and learning resources, can report the results of learning planning in the PLS unit program in accordance with the results of the analysis of PLS needs and learning resources.	Participatory Activity	1. Lecture 2. Questions and Answers 3. 3 X 50		**Materials:** identification instruments to target potential learning program targets **Literature:** *Need Assessment And Holistic Planning http://www.ascd.org/...*	4%
15	Students can compile a report on the results of identifying learning needs systematically and in accordance with data	Students are able to compile learning plans in the PLS unit program in accordance with the results of the analysis of PNF	Participatory Activity	1. Lecture 2. Questions and Answers 3. 3 X 50	1. Lecture 2. Answer 3.	**Material:** study planning **Library:** *Need Assessment*	4%

	and facts in the field.	needs and learning resources, can report the results of learning planning in the PLS unit program in accordance with the results of the analysis of PLS needs and learning resources.				*And Holistic Planning http://www.ascd.org/...*	
16	**Final exam**						

Head of The Study Program

Dr. Rivo Nugroho, M.Pd.

Composing Study Program

Widya Nusantara, M.Pd.

Appendix 1: Written Response or Case Study or Project Rubric

Attribute (Weight)	Value/Description				
	>90	**85-90**	**80-85**	**75-79**	**<75**
Participation (20)	Use language that is good, correct, and clear	The use of language is good, correct and not clear	Use language well; no true or not clear	Use language not well, not valid, or not clear	Do not use Indonesian
	The explanation given is very relevant	The explanation given is relevant	The explanation is given enough relevant	Many explanations were given, but no relevant	The explanation given is irrelevant
Tasks (30)	Very communicative	Communicative	Enough communicative	Less communicative	Not communicative
	Control material 76-100%	Control material 51%75%	Control material 26%-50%	Control material	Control material 0%
About evaluation USS (20) US (30)	Correct and complete as well as gather appropriate time	The portfolio is not accurate and/ or not complete as well as gathering the proper time	Portfolio accurate and/ or complete but not gather appropriate time	The portfolio is not accurate and/ or not complete, and there is no gathering appropriate time	Not doing portfolio

Supporting Lecturer

Widya Nusantara, S.Pd., M.Pd.

Appendix 2: Presentation Rubric

No.	Aspect Evaluation	Criteria	Score
1.	Systematics presentation	Presentation materials served in a way coherent and systematic	4
		Presentation materials served coherently but were not sufficiently systematic	3
		Presentation materials served in a way that was not coherent or not systematic	2
		Presentation materials served in a way no coherent or not systematic	1
2.	Use of language	The language used is very easily understood	4
		The language used enough to be easily understood	3
		The language used is rather difficult to understand	2
		The language used is complicated understood	1
3.	Accuracy of intonation and clarity of articulation	Delivery material served with correct intonation and clear articulation/pronunciation	4
		Delivery material served with somewhat intonation precise and somewhat articulation/pronunciation clear	3
		Delivery material served with poor intonation and lack of articulation/pronunciation clear	2
		Delivery material served with intonation that isn't precise and articulation/pronunciation which is not clear	1
4.	Ability to defend and respond to questions or rebuttals	Able to protect and respond to queries/rebuttals with wise and prudent	4
		Able to defend and respond to questions/rebuttals with good	3
		Less fortunate defend and respond to questions or rebuttals with good	2
		Significantly less capable of defending and respond questions	1

Presentation Systematic	Use of Language	Clarity	Response Ability	Mark $\frac{\text{Total score}}{16} \times 100$

Mapping Programme Learning Outcomes (PLOs) - Course Learning Outcomes (CLOs)

A. PLOs of Undergraduate Programme in Non-Formal Education, Faculty of Education, State University of Surabaya

Code of PLO	Description
PLO 1	Able to demonstrate religious values, nationalism and national culture, as well as academic ethics in carrying out their duties
PLO 2	Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
PLO 3	Develop logical, critical, systematic, and creative thinking in doing specific work in their field of expertise and in accordance with the work competency standards of the field concerned.
PLO 4	Continuous self-development and collaboration.
PLO 5	Mastering the basic concepts of Non-Formal Education to manage non-formal education programs
PLO 6	Mastering community empowerment techniques to plan and apply to non-formal education programs.
PLO 7	Mastering the process of planning, implementing and evaluating non-formal education programs
PLO 8	Able to design and implement Andragogy-based Learning in Non-Formal Education and CommunityEducation
PLO 9	Able to empower the community and apply social entrepreneurship to the management of PNF unitinstitutions
PLO 10	Able to communicate both in writing and orally inaccordance with academic values, norms and ethics.
PLO 11	Able to utilize technology and information in problemsolving efforts according to their field of expertise.
PLO 12	Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics.
PLO 13	Able to internalize the entrepreneurial spirit creatively and innovatively.

a. Expected Learning Outcomes of Identification of Learning Needs and Resources Mapping PLO and CLO in Identification of Learning Needs and Resources Course

1. Students will master the basic concepts of non-formal education, mainly focusing on identification of learning needs and resources.
2. Students can design and implement learning experiences based on identification of learning needs and resources principles in the context of non-formal education and community education.
3. Students will demonstrate written and oral communication proficiency by academic values, norms, and ethics. This includes effectively communicating ideas, instructions, and feedback in an educational environment.
4. Students will develop responsible attitudes and ethical behaviour in their professional duties in training programs, community empowerment initiatives, and non-formal and informal educational contexts. They will also commit to lifelong

learning, continually improving their skills and knowledge.

Overall, the Identification of Learning Needs and Resources course will equip students with the knowledge, skills and attitudes necessary to effectively design, implement and manage non-formal education and community empowerment programs while adhering to ethical principles and fostering a commitment to sustainable professional development.

b. Mapping PLO and CLO in Identification of learning needs and resources Course

CLO	PLO												
	1	2	3	4	5	6	7	8	9	10	11	12	13
1		√		√		√	√	√					
2						√	√	√					
3		√		√		√	√	√					
4		√		√									

B. Course Assessment

1. Assessment Rubrics

Attitudes/Affective Domain

In this domain, we evaluated students' participation in the classroom in terms of their communication skills and responsibility. The rubric that was used in this course is as follows:

Criteria	Score (SA)

a. Knowledge/Cognitive Domain

b. Skills/Psychomotor Domain

State University of Surabaya Assessment System

University students are competent and pass if they get at least 40% of the maximum final grade. The final grade (NA) is calculated based on the following weight:

Assessment Components	Percentage Contribution
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-semester test	20%
Final semester test	30%
Total	**100%**

The final grade (NA) category, according to the State University of Surabaya Academic Regulation,is:

NA Interval (out of 100)	GradePoint	Letter Grade
85 ≤ NA ≤ 100	4.00	A
80 ≤ N A < 85	3.75	A -
75 ≤ N A < 80	3.50	B+
70 ≤ N A < 75	3.00	B
65 ≤ N A < 70	2.75	B-
60 ≤ N A < 65	2.50	C
55 ≤ N A < 60	2.00	C
40 ≤ NA < 55	1.00	D

Course	: Identification of learning needs and resources
Credit	: 3
Study Program	: Non-Formal Education
Periode	: 2023/2024 (1)
Class	: 2023 B
Participants	: 41

PROGRAM LEARNING OUTCOMES (PLO)

- PLO 2: Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
- PLO 4: Continuous self-development and collaboration.
- PLO 6: Master community empowerment techniques to plan and apply Non-formal Education and Community Education programs.
- PLO 7: Master the process of planning, implementing, and evaluating Non-formal Education and Community Education programs.
- PLO 8: Able to design and implement Andragogy-based learning in Non-formal Education and Community Education programs.

COURSE LEARNING OUTCOMES (CLO)

- CLO 1: Understand and master the theories and concepts regarding identifying Learning Needs and Resources in Non-formal Education programs completely and contextually as actualizing innovative, creative, and quality lifelong learning principles.
- CLO 2: Able to make appropriate decisions in the context of problem-solving through developing Non-formal Education knowledge based on the results of information and data analysis.
- CLO 3: Mastering the concepts and procedures of community development through a non-formal education approach that is critical, creative, collaborative, communicative, literate in information technology (IT), and has integrity and character.
- CLO 4: Able to manage Non-formal Education programs based on devotion, independence, and social entrepreneurship.

CLO-PLO CORRELATION

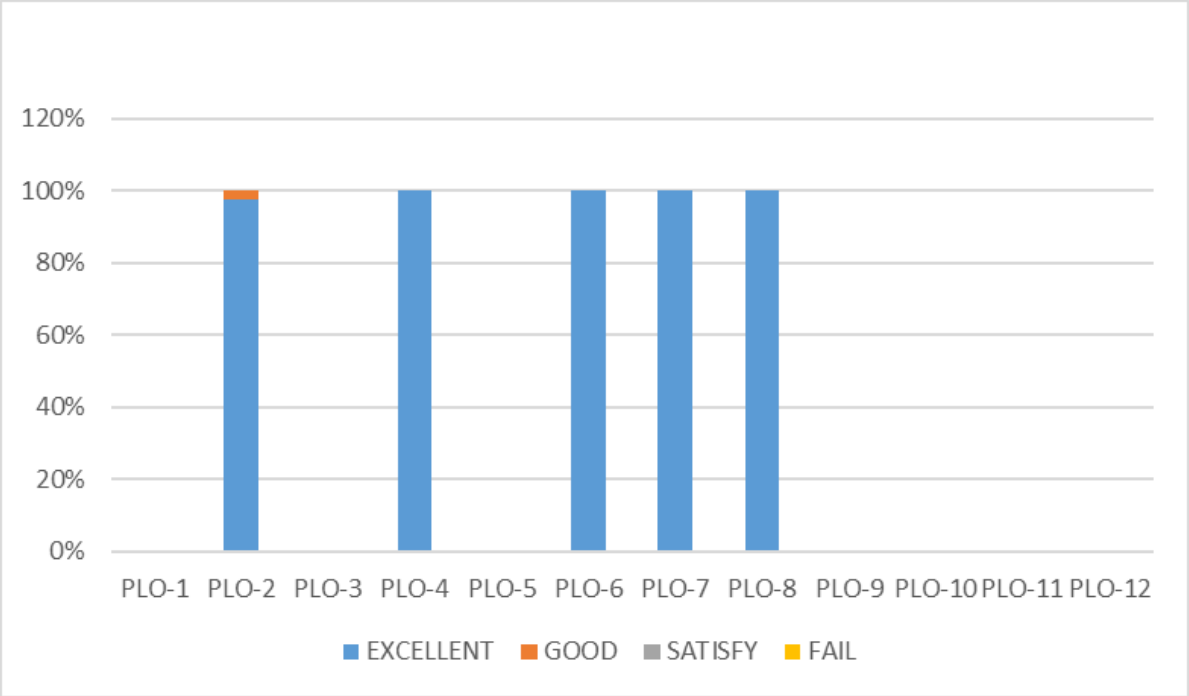
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13
CLO1		V		V		V	V	V					
CLO2						V	V	V					
CLO3		V		V		V	V	V					
CLO4		V		V									

ASSESMENT PLAN

	PLO2	PLO4	PLO6	PLO7	PLO8
CLO1	Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test
CLO2			Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test
CLO3	Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test
CLO4	Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test			

STUDENTS' PERFORMANCE

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13
Excellent		98%		100%		100%	100%	100%					
Good		2%		0%		0%	0%	0%					
Satisfy		0%		0%		0%	0%	0%					
Fail		0%		0%		0%	0%	0%					



Appendix 1
Students Assignment Rubric

C. Course Evaluation and Development

Grading Criteria for Assignment

Attribute (Weight)	Value/Description				
	>90	**85-90**	**80-85**	**75-79**	**<75**
Participation (20)	Use language that is good, correct, and clear	The use of language is good, correct and not clear	Use language well; no true or not clear	Use language not well, not valid, or not clear	Do not use Indonesian
	The explanation given is very relevant	The explanation given is relevant	The explanation is given enough relevant	Many explanations were given, but no relevant	The explanation given is irrelevant
Tasks (30)	Very communicative	Communicative	Enough communicative	Less communicative	Not communicative
	Control material 76-100%	Control material 51%75%	Control material 26%-50%	Control material	Control material 0%
About evaluation USS (20) US (30)	Correct and complete as well as gather appropriate time	The portfolio is not accurate and/ or not complete as well as gathering the proper time	Portfolio accurate and/ or complete but not gather appropriate time	The portfolio is not accurate and/ or not complete, and there is no gathering appropriate time	Not doing portfolio

Grading Criteria for Presentations

No.	Aspect Evaluation	Criteria	Score
1.	Systematics presentation	Presentation materials served in a way coherent and systematic	4
		Presentation materials served coherently but were not sufficiently systematic	3
		Presentation materials served in a way that was not coherent or not systematic	2
		Presentation materials served in a way no coherent or not systematic	1
2.	Use of language	The language used is very easily understood	4
		The language used enough to be easily understood	3
		The language used is rather difficult to understand	2
		The language used is complicated understood	1
3.	Accuracy of intonation and clarity of articulation	Delivery material served with correct intonation and clear articulation/pronunciation	4
		Delivery material served with somewhat intonation precise and somewhat articulation/pronunciation clear	3
		Delivery material served with poor intonation and lack of articulation/pronunciation clear	2
		Delivery material served with intonation that isn't precise and articulation/pronunciation which is not clear	1
4.	Ability to defend and respond to questions or rebuttals	Able to protect and respond to queries/rebuttals with wise and prudent	4
		Able to defend and respond to questions/rebuttals with good	3
		Less fortunate defend and respond to questions or rebuttals with good	2
		Significantly less capable of defending and respond questions	1

Appendix 2 Course Activities Records Sample of Students' Attendance

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213
Telepon :+6231-99424932
Faksimile :+6231-99424932
e-mail :bakpk@unesa.ac.id

PRESENSI KULIAH

Periode 2023/2024 Gasal

Mata Kuliah : **Identifikasi Kebutuhan dan Sumber Belajar**
Kelas : 2023B
Prodi : S1 Pendidikan Luar Sekolah

Dosen : Widya Nusantara, S.Pd., M.Pd.
Prof.Dr. I Ketut Atmaja Johny Artha, M.Kes.

No	NIM	Nama Mahasiswa	Pertemuan Ke															%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
			31 Aug 23	07 Sep 23	14 Sep 23	21 Sep 23	28 Sep 23	05 Oct 23	12 Oct 23	19 Oct 23	26 Oct 23	02 Nov 23	09 Nov 23	16 Nov 23	23 Nov 23	30 Nov 23	07 Dec 23		
1.	23010034001	BELLA TIA VERONIKA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
2.	23010034007	AMELIA NUR ISNAINI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
3.	23010034011	RAHMASARI NUR HALIZA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
4.	23010034014	DIVA HERLYNA ANUGRAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
5.	23010034017	SHERLY WIDYASTUTIK	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
6.	23010034022	DIVIA RAHMADINA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
7.	23010034025	THEREZA EKA FEBRIANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
8.	23010034028	ZAHWA ABIDATUL AULIYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
9.	23010034029	ANISA NOVITASARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
10.	23010034034	SYAHARA WIDIYA PURNAMA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
11.	23010034037	FARIHATUL AINIDA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
12.	23010034041	KAMALIA NUR SHIFANA QOLBI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
13.	23010034045	ANISSA DWI ARIANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
14.	23010034048	EFILIA NINGSIH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
15.	23010034050	KHARISMA MAYRESTI WIJAYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
16.	23010034052	HIDAYAH SALWA SABRINA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
17.	23010034060	EKA DYAH ANANTA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
18.	23010034064	AHMAD ULUL AZMI ALVARIZQI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
19.	23010034067	ASMA HAURA KHANSA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
20.	23010034072	RANIYA KHANZA ZAHRA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
21.	23010034075	DILFA WIDYATANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
22.	23010034078	ACHMAD SYAKHEL ANDRIANSYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
23.	23010034081	SABRINA ASAKIRAN ARINKA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
24.	23010034086	HAWA DWI ROMADHONI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
25.	23010034089	TIKA RAHMADHANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
26.	23010034093	HERLINA ANDINI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
27.	23010034094	VANESA STEVANY	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
28.	23010034097	JUWITA ISMAWATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
29.	23010034101	MARSHANDA NUR JINGGA ARISTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
30.	23010034102	WAFIQ AFIDAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
31.	23010034105	FADILA RISKIAINAYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
32.	23010034107	SALSABILLA MAURA WIMEA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
33.	23010034111	MUHAMMAD MILZAM IHSANUDDIN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
34.	23010034117	WINDY LAILY NOOR	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
35.	23010034125	NIKEN NABILA ALVIN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
36.	23010034130	APRELIA AGIL PAMUNGKAS	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
37.	23010034136	DWI NUR CAHYANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
38.	23010034139	WIDYA DWI ASTUTIK	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
39.	23010034144	SESA AULIA ANANTA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
40.	23010034148	LUTFI KHOIRUNISA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
41.	23010034151	SAVIRA ZUMROTUL LAILI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
Tanda Tangan Dosen / Asisten																			

Appendix 2
Course Logbook

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA

Kampus Ketintang
Jalan Ketintang, Surabaya 60231
T: +6231-8293484
F: +6231-8293484
laman: unesa.ac.id
email : bakpik@unesa.ac.id

Aktivitas Perkuliahan

Nama Matakuliah : Identifikasi Kebutuhan dan Sumber Belajar **Dosen** : I KETUT ATMAJA JOHNY ARTHA (196006151988031002) WIDYA NUSANTARA (201405026)

Kelas : 2023B

Jadwal & Ruang : O1.03.03 (10.20 - 13.00) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen	Kesesuaian	Saran
1	31-08-2023	Pertemuan ke 1	Teori dasar kebutuhan ; Murray 19s Theory of Human Personality, Maslow 19s Hierarchy of Needs Theory	41	Terjadwal	Widya Nusantara		
2	07-09-2023	Pertemuan ke 2	Teori dasar kebutuhan ; Murray 19s Theory of Human Personality, Maslow 19s Hierarchy of Needs Theory	41	Terjadwal	Widya Nusantara		
3	14-09-2023	Pertemuan ke 3	E.R.G. Theory McClelland 19s Achievement Motivation Theory Herzberg 19s Motivator-Hygiene Theory	41	Terjadwal	Widya Nusantara		
4	21-09-2023	Pertemuan ke 4	Teori dasar kebutuhan ;Murray 19s Theory of Human Personality, Maslow 19s Hierarchy of Needs Theory, E.R.G. Theory	41	Terjadwal	Widya Nusantara		
5	28-09-2023	Pertemuan ke 5	Maslow 19s Hierarchy of Needs Theory E.R.G. Theory	41	Terjadwal	Widya Nusantara		
6	05-10-2023	Pertemuan ke 6	1. Tujuanidentifikasi kebutuhan 2. Cara mengidentifikasi kebutuhan 3. Fungsi identifikasi kebutuhan Deskripsi dari *Needs Assessment Why Conduct a Needs Assessment*	41	Terjadwal	Widya Nusantara		
7	12-10-2023	Pertemuan ke 7	1. Tujuanidentifikasi kebutuhan 2. Cara mengidentifikasi kebutuhan 3. Fungsi identifikasi kebutuhan Deskripsi dari *Needs Assessment Why Conduct a Needs Assessment*	41	Terjadwal	Widya Nusantara		
8	19-10-2023	Pertemuan ke 8	.UTS	41	Terjadwal	Widya Nusantara		
9	26-10-2023	Pertemuan ke 9	teknik identifikasi_observasi	41	Terjadwal	I Ketut Atmaja Johny Artha		
10	02-11-2023	Pertemuan ke 10	Langkah-langkah identifikasi dan penyusunan instrumen dasar	41	Terjadwal	I Ketut Atmaja Johny Artha		
11	09-11-2023	Pertemuan ke 11	Mereview Instrumen identifikasi	41	Terjadwal	I Ketut Atmaja Johny Artha		
12	16-11-2023	Pertemuan ke 12	Mempraktekkan Identifikasi kebutuhan belajar masyarakat	41	Terjadwal	I Ketut Atmaja Johny Artha		
13	23-11-2023	Pertemuan ke 13	Teknik Penyusunan Laporan	41	Terjadwal	I Ketut Atmaja Johny Artha		
14	30-11-2023	Pertemuan ke 14	Presntasi Kelompok	41	Terjadwal	I Ketut Atmaja Johny Artha		
15	07-12-2023	Pertemuan ke 15	Presentasi Kelompok	41	Terjadwal	I Ketut Atmaja Johny Artha		

Sample of Test (Middle and Final-Semester Test)

Middle Semester Test

UNIVERSITAS NEGERI SURABAYA
FAKULTAS ILMU PENDIDIKAN
JURUSAN PENDIDIKAN LUAR SEKOLAH

Kampus Lidah
Jalan Lidah Wetan, Surabaya 64732
Telepon: (031) 7532160
Fax. (031) 7532112
Laman: www.unesa.ac.id, http://fip.unesa.ac.id
email : plsfip@gmail.com

UJIAN TENGAH SEMESTER GASAL
TAHUN AKADEMIK 2023-2024

Mata Kuliah : Identifikai Kebutuhan dan Sumber Belajar
Jurusan/Program : PLS/S-1
Angkatan/Kelas : 2023 B dan C
Dosen : Widya Nusantara, S.Pd,M.Pd

A. Petunjuk mengerjakan

1. Jawaban di tulis memggunakan Bolpoin warna hitam pada selembar kertas folio bergaris
2. Jawaban di kumpulkan maksimal pada hari Jumat tanggal 19 Oktober 2023 Pukul 13.00 di PJ masing-masing kelas

B. Soal

1. Penguasaan terhadap konsep dan praktik MK Identifikasi kebutuhan dan Sumber belajar masyarakat bagi mahasiswa prodi S1 PLS mutlak diperlukan, menurut saudara kenapa demikian ?

2. Menurut saudara apa perbedaan antara keinginan dan kebutuhan dalam konteks identifikasi kebutuhan dan sumber belajar, berikan contohnya!

3. Lengkapi tabel di bawah ini

	Aliran I	**Aliran II**
Siapa yang di layani	a)	b) .....
Asumsi yang di pegang	c)	Mereka serba terlantar dan tertindas karena proses historik dan struktur sosial yang hegemonik (external world orientation)
Tujuan yang mau dicapai	Peningkatan Kualitas SDM d)	e) ..... Terciptanya transformasi sosial yang bebas hegemoni
Teori / Tradisi Pemikiran pendidikan yang digunakan	Pendidikan Andragogy	f) .....
Tokoh keilmuannya	g)	Paulo Freire

4. Dalam pengkategorian Sumber belajar ada dua by Desing dan By Utilization, menurut saudara apa yang saudara ketahui dari kedua istilah tersebut serta berikan contoh terhapat masing-masing istilah tersebut.

5.

SASARAN KELOMPOK	**PROGRAM PENDIDIKAN NON FORMAL (Min 2 program)**
Kelompok Tani	- Pelatihan Pembuatan Pupuk Organik - Pelatihan Budidaya Sayuran sistem Hidroponik
Kelompok Orang Tua	-
Kelompok Pemuda	-
Kelompok UMKM	-

~~~ **SELAMAT MENGERJAKAN** ~~~
~~~

Final Test

KEMENTERIAN PENDIDKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA
FAKULTAS ILMU PENDIDIKAN

Kampus Lidah
Jalan Lidah Wetan, Surabaya 64732
Telepon: (031) 7532160
Fax. (031) 7532112
Laman: www.unesa.ac.id, http://fip.unesa.ac.id
email : plsfip@gmail.com

UJIAN AKHIR SEMESTER GASAL
TAHUN AKADEMIK 2023-2024

Mata Kuliah	: Identifikasi Kebutuhan dan Sumber Belajar Masyarakat
Program Studi	: PLS/S-1
Angkatan/Kelas	: 2023 B dan C
Hari/ Tanggal	: Senin/ 18 Desember 2023
Pukul	: 09.00 – 10.40
Dosen	: Widya Nusantara, S.Pd,M.Pd

A. Petunjuk mengerjakan

1. Tulis Identitas Saudara pada lembar jawaban yang telah Saudara siapkan! Dengan cara: Tuliskan: UAS MK_Kelas_NIM_Nama
2. Jawaban di tulis memggunakan Bolpoin warna hitam pada kertas folio bergaris
3. Sifat **Close Book**

B. Soal

1. Jawab pertanyaan di bawah ini
   a. Siapa yang di layani
      Aliran 1 .....
      Aliran 2 .....
   b. Asumsi yang di pegang
      Aliran 1 .....
      Aliran 2 .....
   c. Tujuan yang mau dicapai
      Aliran 1 .....
      Aliran 2 .....
   d. Teori/Tradisi Pemikiran Pendidikan yang digunakan
      Aliran 1 .....
      Aliran 2 .....
   e. Tokoh Keilmuannya
      Aliran 1 .....
      Aliran 2 .....
      (*Score Max 60*)

2. Menurut saudara apa yang saudara ketahui tentang konsep kebutuhan belajar masyarakat (*score max 20*)

3. Dalam pengkategorian Sumber belajar ada dua by Desing dan By Utilization, menurut saudara apa yang saudara ketahui dari kedua istilah tersebut serta berikan contoh terhapat masing-masing istilah tersebut. (*score max 20*)

~~~ SELAMAT MENGERJAKAN ~~~

Appendix 2 Sample of Students' Answers to Middle and Final-Semester Tests

Middle Test

90

Ujian Tengah Semester
Identifikasi Sumber Belajar

Nama : Muhammad Milzam Ihsanuddin
Nim : 2301003411
kelas : PLS 2023B

1. Menurut saya penguasaan terhadap konsep dan praktik Mk identifikasi kebutuhan dan Sumber belajar diperlukan karena dapat meningkatkan analisis mahasiswa karena mempelajari teknik analisis data yang berguna dalam mengidentifikasi kebutuhan belajar masyarakat. Selain itu juga dapat meningkatkan kemampuan berkomunikasi. Yang akan membantu mereka dalam menjalin hubungan dengan masyarakat yang baik dan dengan mudah untuk mendapatkan informasi.

2. menurut saya keinginan adalah sesuatu hal yang ingin kita miliki atau dapatkan tetapi hanya bersifat sebagai pemuas sedangkan kebutuhan sesuatu yang harus di-Penuhi untuk mempertahankan kehidupanya.
Contoh: Seseorang harus menempuh pendidikan, karena pendidikan merupakan kebutuhan yang penting dan wajib agar menjadi seseorang yang berwawasan lebih, Sedangkan Seseorang yang melakukan kegiatan belanja untuk membeli sesuatu yang diinginkan, itu disebut keinginan.

3,

	Aliran I	Aliran II
Siapa yang dilayani	a) masyarakat tertinggal	b) tertindas atau terpinggirkan
Asumsi yang dipegang	c) karena faktor dirisendiri karena ada hambatan untuk memenuhi kebutuhanya	Mereka serba terlantar dan tertindas karena proses historik dan struktur sosial yg hegemonik Eksternal word orientation
tujuan yang mau dicapai	Peningkatan kualitas SDM d) Peningkatan taraf hidup dan kekurangan/kelebihan pada diri sendiri	e) Pembebasan dan pemberdayaan terciptanya transformasi yang bebas hegemoni
teori/tradisi pemikiran pendidikan yg digunakan	Pendidikan Andragogy	f) teori pendidikan kritis
tokoh keilmuannya	g) malcome knowless	Paulo freire

SIDU

4) By Design : Sengaja dirancang untuk pembelajaran
By Utilization: tidak sengaja dirancang tapi dapat dibardayakan untuk Pembelajaran

- Contoh dari By Design : Bangunan kelas dan Perpustakaan yang sengaja dirancng untuk kegiatan Pembelajaran
- Contoh dari By utilization: Sebuah Smartphone yang awalnya dirancang hanya untuk sebagai alat komunikasi namun sekarang SmartPhone dapat digunakan untuk Pembelajaran

e)

Sasaran kelompok	Program Pendidikan Non formal
kelompok tani	- Pelatihan Pembuatan Pupuk organik - Pelatihan Budidaya sayuran Hidroponik
kelompok orangtua	- Pelatihan Parenting - Pelatihan Budidaya tanaman toga di sekitar rumah
kelompok Pemuda	- Pelatihan kepemimpinan - Pelatihan Pengembangan bakat sesuai minat pemuda masing-masing
kelompok umkm	- Pelatihan Penjualan via online - Pelatihan mengelola sumber daya setempat untuk menjadi Produk

Subsitusi
Complement

Final Test

Nama : Muhammad Milzam Ihsanuddin

NIM : 23010034111

Kelas : 2023B

UAS Identifikasi Kebutuhan dan Sumber Belajar

1. Jawab pertanyaan di bawah ini
   a. Siapa yang di layani

      Aliran 1 : Masyarakat Tertinggal

      Aliran 2 : Masyarakat Tertindas
   b. Asumsi yang di pegang

      Aliran 1 : Kekurangan dan kelemahan pada diri sendiri

      Aliran 2 : Mereka yang hidupnya tertindas dan terpinggirkan karena faktor (historis, geografi, struktur sosial yang hegemonis
   c. Tujuan yang mau dicapai

      Aliran 1 : Peningkatan kualitas SDM dan Peningkatan Taraf Hidup

      Aliran 2 : Pembebasan, pemberdayaan dan transformasi nilai-nilai sosial dan bebas ditempatinya
   d. Teori/Tradisi Pemikiran Pendidikan yang digunakan

      Aliran 1 : Teori Andragogi

      Aliran 2 : Teori Pendidikan Kritis
   e. Tokoh Keilmuannya

      Aliran 1 : Malcom Knowless

      Aliran 2 : Paulo Freire

2. Menurut saya kebutuhan belajar masyarakat membahas tentang pengertian kebutuhan belajar masyarakat, jenis-jenis kebutuhan belajar masyarakat, dan tujuan analisis kebutuhan belajar masyarakat. Kebutuhan belajar masyarakat mencakup kemampuan-kemampuan yang harus dimiliki oleh masyarakat untuk masa depan, seperti:
   - Sikap positif terhadap kerja sama dengan dan membantu keluarga, teman, pekerja, masyarakat dan pembangunan nasional serta nilai-nilai etis.
   - Kekuatan berhitung fungsional, yakni dapat membaca dan mengerti isinya, menulis surat penting, menanyakan informasi dan menghitung hal-hal yang umum.

- Pandangan ilmiah dan pemahaman sederhana tentang hukum alam, seperti kesehatan, sanitasi, gizi dan lingkungan.
- Pengetahuan dan keterampilan fungsional untuk mengasuh keluarga dan rumah tangga.
- Pengetahuan dan keterampilan fungsional untuk mencari nafkah.
- Pengetahuan dan keterampilan fungsional untuk kewarganegaraan seperti tentang sejarah, idiologi, struktur pemerintahan, pajak, pendapatan dan layanan sosial yang tersedia.

Analisis kebutuhan belajar masyarakat sendiri dapat dilakukan dengan menggunakan teori kebutuhan Maslow, yang menggambarkan kebutuhan dasar manusia sebagai sebuah hierarki atau tangga yang menggambarkan tingkat kebutuhan. Tingkat kebutuhan dasar ini meliputi kebutuhan fisiologis, kebutuhan akan rasa aman, kebutuhan akan rasa memiliki dan kasih sayang, kebutuhan akan penghargaan, dan kebutuhan akan aktualisasi diri. Dalam konteks pendidikan, analisis kebutuhan belajar masyarakat ini dapat dikatakan sangat penting untuk menentukan prioritas kebutuhan dan mengarahkan program pendidikan yang sesuai dengan kebutuhan masyarakat tersebut. Pendidikan yang membebaskan dan inklusif sangat diperlukan untuk mengatasi penindasan dan meningkatkan kesempatan seperti bagi masyarakat tertindas.

3. Dalam dunia pendidikan, sumber belajar dikategorikan menjadi dua jenis utama: by design dan by utilization. Kategori ini membantu membedakan sumber belajar berdasarkan cara pembuatan dan penggunaannya.

   1. Sumber Belajar By Design (Sumber Belajar yang Didesain)

   Sumber belajar by design adalah sumber belajar yang dibuat secara khusus untuk tujuan pembelajaran. Sumber belajar ini dirancang dengan mempertimbangkan tujuan pembelajaran, materi pembelajaran, dan karakteristik peserta didik. Contoh sumber belajar by design antara lain:

   - Buku teks
     Buku teks dirancang untuk membantu peserta didik mempelajari materi pelajaran tertentu. Biasanya, buku teks ditulis oleh para ahli di bidang tersebut dan dilengkapi dengan berbagai latihan dan soal untuk membantu peserta didik memahami materi.
   - Modul pembelajaran
     Modul pembelajaran adalah paket belajar yang berisi materi pembelajaran, panduan belajar, dan aktivitas belajar. Modul pembelajaran biasanya digunakan untuk membantu peserta didik belajar secara mandiri.
   - Media pembelajaran

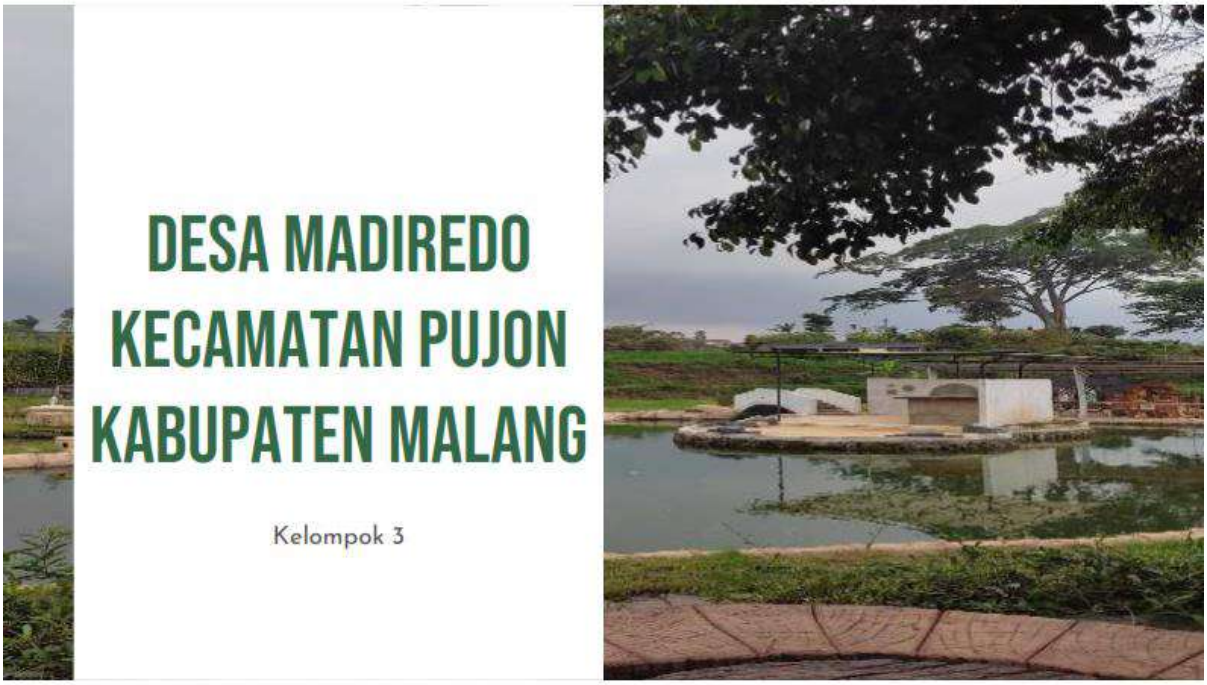
Media pembelajaran adalah alat bantu yang digunakan untuk menyampaikan materi pembelajaran kepada peserta didik. Contoh media pembelajaran antara lain video pembelajaran, simulasi komputer, dan permainan edukatif.

2. Sumber Belajar By Utilization (Sumber Belajar yang Dimanfaatkan)

Sumber belajar by utilization adalah sumber belajar yang tidak dibuat secara khusus untuk tujuan pembelajaran. Sumber belajar ini dimanfaatkan untuk tujuan pembelajaran karena memiliki potensi untuk membantu peserta didik belajar. Contoh sumber belajar by utilization antara lain:

- Lingkungan alam
  Lingkungan alam dapat dimanfaatkan sebagai sumber belajar untuk mempelajari berbagai konsep dan fenomena alam. Contohnya, mengamati perubahan cuaca, mempelajari jenis-jenis tanaman dan hewan, dan melakukan eksperimen sederhana.
- Benda-benda di sekitar
  Benda-benda di sekitar dapat dimanfaatkan sebagai sumber belajar untuk mempelajari berbagai konsep dan keterampilan. Contohnya, mempelajari cara menggunakan alat tulis, mempelajari cara memasak, dan mempelajari cara memperbaiki sepeda.
- Pengalaman pribadi
  Pengalaman pribadi dapat dimanfaatkan sebagai sumber belajar untuk mempelajari berbagai nilai dan karakter. Contohnya, menceritakan pengalaman pribadi tentang rasa hormat kepada orang tua, menceritakan pengalaman pribadi tentang pentingnya kejujuran, dan menceritakan pengalaman pribadi tentang bagaimana mengatasi kesulitan.

Appendix 2
Sample of Students' Assignment


DESA MADIREDO
KECAMATAN PUJON
KABUPATEN MALANG
Kelompok 3

ANGGOTA KELOMPOK 3

1. Amelia Nur Isnaini	23010034007
2. Rahmasari Nur Haliza	23010034011
3. Diva Herlyna Anugrah	23010034014
4. Zahwa Abidatul Aulliya	23010034028
5. Eka Dyah Ananta	23010034060
6. Wafiq Afidah	23010034102
7. Muhammad Milzam Ihsanuddin	23010034111

DESA MADIREDO

- BERLOKASI DI BAGIAN BARAT WILAYAH KABUPATEN MALANG DAN BERJARAK 50KM DARI PUSAT IBUKOTA KABUPATEN MALANG **(KEPANJEN)**

- BERADA DI KETINGGIAN **1255 MDPL**, BERKONTUR PEGUNUNGAN DENGAN TANAH YANG SUBUR DAN SEJUK

- MEMILIKI LUAS WILAYAH **51.6 KM2 ATAU 516 HA**, YANG TERBAGI MENJADI WILAYAH ADMINSISTRATIF **5 DUSUN,11 RW DAN 39 RT**

- MEMPUNYAI KOMODITAS PERTANIAN UTAMA BERUPA SAYUR MAYUR YAITU **KUBIS, WORTEL, SAWI, SLEDERI**, DAN LAINNYA KOMODITAS BUAH-BUAHAN UTAMANYA ADALAH **APEL DAN JERUK**, PRODUK PETERNAKAN BERUPA **SUSU SAPI**

9.475 JIWA

DESA MADIREDO MEMILIKI PENDUDUK SEJUMLAH 9.475 JIWA DENGAN KEPALA KELUARGA SEJUMLAH 2.617

DEMOGRAFI PENDUDUK

	48%	52%
	4563 JIWA	4912 JIWA
0 - 15 Tahun		1884 JIWA
15 - 56 Tahun		6159 JIWA
56+ Tahun		1432 JIWA

JUMLAH PENDUDUK PRODUKTIF MENCAPAI 65% MENJADI SALAH SATU FAKTOR PENDUKUNG DALAM MELESTARIKAN SWADAYA DAN PARTISIPASI PEMBANGUNAN DESA SERTA MENDUKUNG PERCEPATAN PENGENTASAN KEMISKINAN

MATA PENCAHARIAN

KESUBURAN DAN KONTUR WILAYAH DESA MADIREDO MENDUKUNG MAYORITAS PENDUDUK DESA MADIREDO BERPROFESI SEBAGAI PETANI DAN PETERNAK KOMODITAS UTAMA HASIL PERTANIAN DAN PETERNAKAN YANG ADA DIDESA MADIREDO ANTARA LAIN SAYUR MAYUR, BUAH APEL DAN SUSU SAPI PERAH YANG SANGAT MEMBANTU DALAM PENINGKATAN KESEJAHTERAAN MASYARAKAT DESA MADIREDO

PENDIDIKAN

DI DESA MADIREDO TERDAPAT LEMBAGA PENDIDIKAN FORMAL DAN NON FORMAL YANG CUKUP LENGKAP DAN REPRESENTATIF , UNTUK MENUNJANG KUALITAS SDM GENERASI MUDA. KESADARAN PENDIDIKAN YANG TINGGI MENYEBABKAN CUKUP BANYAK MASYARAKAT DESA MADIREDO YANG TELAH MEMILIKI GELAR SARJANA

PAUD 3 unit	TK/RA 4 unit
SD/MI 5 unit	SMP/MTS 2 unit
MA/SMK 2 unit	SLB 1 unit
PONPES 6 unit	TPQ 11 unit

PEMERINTAH DESA

DESA MADIREDO BERSTATUS DESA SWASEMBADA SESUAI DENGAN HASIL INPUT PRODESKEL KEMENDAGRI SEHINGGA STRUKTUR ORGANISASI TATA KERJA LENGKAP TERPENUHI, DENGAN FORMASI SEKRETARIS DESA, 3 (TIGA) KEPALA URUSAN, 3 (TIGA) KEPALA SEKSI DAN 5 (LIMA) KEPALA DUSUN YANG SUDAH MENJALANKAN TUPOKSINYA MASING-MASING DENGAN BAIK. SELURUH PENYELENGGARAAN PEMERINTAH DESA TIDAK LEPAS DARI MUSYAWARAH DESA YANG DIHADIRI OLEH SELURUH WAKIL ELEMEN MASYARAKAT, UNTUK MEMUTUSKAN SUATU HAL, MULAI PERENCANAAN, SAMPAI PELAKSANAAN SUATU KEGIATAN DI PEMERINTAHAN DESA MADIREDO

LEMBAGA KEMASYARAKATAN DESA

LKD adalah mitra Pemerintahan desa untuk meningkatkan partisipasi, Pendayagunaan, dan kelancaraan pelayanan Pemerintahan desa, seluruh Lembaga telah terbentuk dan berdaya sesuai dengan fungsi dan tugas pokok masing-masing.

- LPMD
- PKK
- KETUA RT/RW
- KARANG TARUNA
- LINMAS • POSYANDU
- KSM Pengelolaan Sampah Terpadu
- POKDARWIS

PRESTASI DESA MADIREDO

PENGHARGAAN YANG PERNAH DIRAIH :

- PENGHARGAAN DESA MANDIRI DARI MENTERI PDDT (ABDUL HALIM ISKANDAR)
- KAMPUNG IKLIM UTAMA PENGHARGAAN DARI KEMENTRIAN LINGKUNGAN HIDUP DAN HUTAN TAHUN 2018
- TERBAIK II LOMBA HIPPAM PROVINSI JAWA TIMUR TAHUN 2014
- TERBAIK II PELAKSANAAN GOTONG ROYONG TERBAIK PROVINSI JAWA TIMUR TAHUN 2021
- TERBAIK I PELAKSANAAN GOTONG ROYONG TERBAIK KABUPATEN MALANG TAHUN 2021
- ASMAN TOGA TERBAIK KABUPATEN MALANG TAHUN 2022
- DESA ODF PADA TAHUN 2018

- DALAM INDEKS DESA MEMBANGUN KEMENTRIAN SEJAK TAHUN 2019 DESA MADIREDO MENDAPATKAN STATUS DESA MANDIRI.
- DALAM PRODESKEL KEMENDAGRI MEMPUNYAI STATUS DESA SWASEMBADA DALAM EPDESKEL. DIKATEGORIKAN SEBAGAI DESA CEPAT BERKEMBANG
- BERTURUT-TURUT SELAMA 3 TAHUN SEJAK TAHUN 2020 DINILAI MEMILIKI KINERJA PENGELOLAAN KEUANGAN DANA DESA TERBAIK SEHINGGA MENDAPATKAN REWARD DARI PEMERINTAH PUSAT BERUPA TAMBAHAN ALOKASI KINERJA SEBESAR 241 JUTA RUPIAH.
- MEMILIKI INOVASI PELAYANAN ADMINISTRASI BERUPA APLIKASI SURAT MENYURAT YANG DISEBUT ASIK (Aplikasi Informasi Kependudukan) GUNA KECEPATAN PELAYANAN, JUGA MEMBUKA HOTLINE BERUPA INFORMASI LAYANAN, PEMBUATAN ADMINISTRASI KEPENDUDUKAN DAN LAYANAN PENGADUAN SELAMA 24 JAM

PANDUAN PENYUSUNAN LAPORAN

IDENTIFIKASI KEBUTUHAN BELAJAR MASYARAKAT

IDENTITAS KELOMPOK

1.	Amalia Nur Isnaini	23010034007
2.	Rahmasari Nur Haliza	23010034011
3.	Diva Herlyna Anugrah	23010034014
4.	Zahwa Abidatul Auliya	23010034028
5.	Eka Dyah Ananta	23010034060
6.	Wafiq Afidah	23010034102
7.	Muhammad Milzam Ihsanuddin	23010034111

JURUSAN PENDIDIKAN LUAR SEKOLAH
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS NEGERI SURABAYA

TAHUN 2023

A. Dasar Pemikiran

1. Hasil identifikasi merupakan data yang penting untuk menentukan langkah dalam pengambilan keputusan tentang perlu tidaknya suatu program layak dan patut dilaksanakan dengan data yang akurat dapat memengaruhi terhadap proses dan hasil pelaksanaan program kelak dimudian hari.
2. Dengan data hasil identifikasi perencanaan program akan lebih mudah dibuat dan dilaksanakan karena informasi yang diperoleh dari lapangan adalah benar merupakan fakta yang dapat dipertanggungjawabkan
3. Identifikasi akan dapat memberikan informasi yang berkaitan dengan potensi-potensi dan sumber daya yang ada dimasyarakat kelompok sasaran

B. Tujuan

1. Memberikan laporan hasil pelaksanaan tugas yang telah dilakukan dalam kegiatan identifikkasi kebutuhan belajar program keaksaraan usaha mandiri.
2. Memberikan data dan informasi kebutuhan belajar yang diinginkan masyarakat beserta potensi lokal yang dapat mendukung pelaksanaan program.
3. Memberikan masukan sebagai bahan pertimbangan untuk menentukan program kegiatan belajar yang sesuai dengan kebutuhan belajar warga belajar

C. Ruang Lingkup

Ruang lingkup laporan ini memuat pengumpulan dan pengolahan data dari hasil identifikasi beserta analisa-analisa yang telah dilakukan guna memberikan informasi yang bermanfaat dalam pelaksanaan program yang direncanakan.

D. Data yang diidentifikasi dan Instrumen identifikasi

- Kondisi sosial ekonomi responden
- Tenaga pendidik dan kependidikan di lokasi program
- Potensi lokal pendukung program
- Sarana dan prasarana yang tersedia
- Data dasar

Instrumen Identifikasi

Variabel	Indikator	Kisi-kisi	Jenis Instrumen
Pengelola Desa	Data penduduk desa	a. Jumlah penduduk desa. b. Jumlah penduduk yang bekerja c. Jumlah program desa	Wawancara dan observasi
Masyarakat Desa	Identitas atau biodata diri	a. Nama, Pekerjaan, Usia b. Keahlian yang dimiliki dan keahlian yang ingin dimiliki	Wawancara dan observasi
Lembaga Kemasyarakatan Desa	Adanya 8 lembaga kemasyarakatan desa	Lembaga kemasyarakatan desa yang ada di desa	Wawancara dan observasi
Sarana dan Prasarana Desa	Adanya sarana dan prasarana pendukung program desa	Sarana dan prasarana apa yang diberikan untuk program desa	Wawancara dan observasi
Pendidikan Yang Tersedia di Desa	Data sarana Pendidikan yang ada di desa	a. Jumlah sekolah yang ada di desa b. Jumlah anak yang sekolah di desa c. jumlah tenaga pendidik yang ada di desa	Wawancara dan observasi

E. Langkah-langkah Analisis

- Mengungkap permasalahan
- Memahami latar belakang permasalahan
- Mencatat permasalahan
- Melakukan diskusi dengan semua unsure yang terkait
- Mengelompokkan masalah
- Menganalisa dan mengkaji masalah dan kebutuhan program

F. Instrumen Analisis

Data yang telah diperoleh dikelompokkan dalam dua kelompok yaitu data kebutuhan dan data dukungan, sbb:

Data Kebutuhan

No	Nama Responden	Usia	Pekerjaan	Ketrampilan yang sudah diikuti	Keterampilan yang dinginkan
1	Ibu Nasmiah	43 Tahun	Petani Apel	Pelatihan UMKM	Pelatihan pengelolaan hasil Perkebunan apel yang berbeda
2	Bapak Aan	37 Tahun	Pengusaha oleh-oleh	Pelatihan pembuatan desain yang menarik	Pelatihan pemasaran produk melalui media sosial atau penjualan secara online
3	Bapak Usman	40 Tahun	Petani Wortel	-	Pelatihan hasil pengelolaan wortel sebagai produk turunan
4	Ibu Sumati	30 Tahun	Pemilah Sampah	-	Pelatihan untuk mendaur ulang sampah sebagai barang yang bermanfaat dan memiliki nilai jual

Kelompok Data sumber daya pendukung

Calon Tenaga pendidikan	Tempat yang dapat digunakan	Sarana yang dapat digunakan	Alat yang dapat digunakan	Dukungan Masyarakat
Nama : Usia : Pendd : Alamat :	Jenis : Alamat :	Jenis : Jumlah:	Jenis: Jumlah:	Sumber: Jenis

G. **Penyajian Data dan Informasi**

Data yang telah dianalisis selanjutnya disajikan sebagai bahan informasi dalam bentuk matrik kebutuhan belajar yang diminati responden dan disampaikan kepada pihak yang membutuhkan, khususnya yang berkaitan dengan penyelenggaraan program kesetaraan, diserahkan.

Appendix 2
Students Assessment Dataset in 2023/2024

No	NIM	Nama Mahasiswa	Angkatan	Kehadiran	Part	Tugas	UTS	UAS	NA	Huruf	Pakai
1	23010034001	BELLA TIA VERONIKA	2023	93.75%	80	85	88	85	84,6	A-	1
2	23010034007	AMELIA NUR ISNAINI	2023	93.75%	80	80	90	100	88	A	1
3	23010034011	RAHMASARI NUR HALIZA	2023	93.75%	80	80	90	70	79	B+	1
4	23010034014	DIVA HERLYNA ANUGRAH	2023	93.75%	80	80	95	75	81,5	A-	1
5	23010034017	SHERLY WIDYASTUTIK	2023	93.75%	80	85	90	100	89,5	A	1
6	23010034022	DIVIA RAHMADINA	2023	93.75%	80	85	90	75	82	A-	1
7	23010034025	THEREZA EKA FEBRIANTI	2023	93.75%	80	90	90	80	85	A	1
8	23010034028	ZAHWA ABIDATUL AULIYA	2023	93.75%	80	80	90	80	82	A-	1
9	23010034029	ANISA NOVITASARI	2023	93.75%	80	85	90	80	83,5	A-	1
10	23010034034	SYAHARA WIDIYA PURNAMA	2023	93.75%	80	90	95	80	86	A	1
11	23010034037	FARIHATUL AINIDA	2023	93.75%	80	85	95	70	81,5	A-	1
12	23010034041	KAMALIA NUR SHIFANA QOLBI	2023	93.75%	80	90	80	80	83	A-	1
13	23010034045	ANISSA DWI ARIANI	2023	93.75%	80	90	90	85	86,5	A	1
14	23010034048	EFILIA NINGSIH	2023	93.75%	80	85	90	85	85	A	1
15	23010034050	KHARISMA MAYRESTI WIJAYA	2023	93.75%	80	85	90	80	83,5	A-	1
16	23010034052	HIDAYAH SALWA SABRINA	2023	93.75%	80	85	90	65	79	B+	1
17	23010034060	EKA DYAH ANANTA	2023	93.75%	80	80	90	75	80,5	A-	1
18	23010034064	AHMAD ULUL AZMI ALVARIZQI	2023	93.75%	80	85	85	85	84	A-	1
19	23010034067	ASMA HAURA KHANSA	2023	93.75%	80	90	85	70	81	A-	1
20	23010034072	RANIYA KHANZA ZAHRA	2023	93.75%	80	90	95	95	90,5	A	1
21	23010034075	DILFA WIDYATANTI	2023	93.75%	80	85	90	70	80,5	A-	1
22	23010034078	ACHMAD SYAKHEL ANDRIANSYAH	2023	93.75%	80	85	90	85	85	A	1
23	23010034081	SABRINA ASAKIRAN ARINKA	2023	93.75%	80	90	90	70	82	A-	1
24	23010034086	HAWA DWI ROMADHONI	2023	93.75%	80	90	95	80	86	A	1
25	23010034089	TIKA RAHMADHANI	2023	93.75%	80	85	95	70	81,5	A-	1

26	23010034093	HERLINA ANDINI	2023	93.75%	80	85	90	80	83,5	A-	1
27	23010034094	VANESA STEVANY	2023	93.75%	80	85	95	70	81,5	A-	1
28	23010034097	JUWITA ISMAWATI	2023	93.75%	80	85	90	70	80,5	A-	1
29	23010034101	MARSHANDA NUR JINGGA ARISTI	2023	93.75%	80	85	95	100	90,5	A	1
30	23010034102	WAFIQ AFIDAH	2023	93.75%	80	80	90	100	88	A	1
31	23010034105	FADILA RISKIAINAYA	2023	93.75%	80	90	85	80	84	A-	1
32	23010034107	SALSABILLA MAURA WIMEA	2023	93.75%	80	85	95	95	89	A	1
33	23010034111	MUHAMMAD MILZAM IHSANUDDIN	2023	93.75%	80	80	90	80	82	A-	1
34	23010034117	WINDY LAILY NOOR	2023	93.75%	80	85	90	100	89,5	A	1
35	23010034125	NIKEN NABILA ALVIN	2023	93.75%	80	85	85	80	82,5	A-	1
36	23010034130	APRELIA AGIL PAMUNGKAS	2023	93.75%	80	85	85	70	79,5	B+	1
37	23010034136	DWI NUR CAHYANI	2023	93.75%	80	90	90	85	86,5	A	1
38	23010034139	WIDYA DWI ASTUTIK	2023	93.75%	80	90	95	85	87,5	A	1
39	23010034144	SESA AULIA ANANTA	2023	93.75%	80	90	90	80	85	A	1
40	23010034148	LUTFI KHOIRUNISA	2023	93.75%	80	90	90	80	85	A	1
41	23010034151	SAVIRA ZUMROTUL LAILI	2023	93.75%	80	85	90	90	86,5	A	1